

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Non-Public School - 13PV127

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Principal: Mrs. Nancy Matteo

Official School Name: Saint Andrew School

School Mailing Address: 51 Wrights Road
Newtown, PA 18940-1334

County: Bucks State School Code Number*: B144

Telephone: (215) 968-2685 E-mail: nmatteo@standrewcec.com

Fax: Web site/URL: www.standrewcec.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Jacqui Coccia Superintendent e-mail: jcoccia@adphila.org

District Name: Archdiocese of Philadelphia District Phone: (215) 587-3700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 11

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	41	41	82
K	43	44	87
1	33	38	71
2	44	27	71
3	29	43	72
4	41	47	88
5	34	42	76
6	52	49	101
7	44	41	85
8	53	33	86
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			819

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1, 2011	819
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 4
Number of non-English languages represented: 4
Specify non-English languages:

1 Chinese, 1 Japanese, 1 Korean, 1 Spanish

9. Percent of students eligible for free/reduced-priced meals: 1%

Total number of students who qualify: 8

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 100

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>40</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>55</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>34</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>7</u>
Total number	<u>54</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Spirituality, academics and service: these three components are the foundation of the mission of Saint Andrew School. Saint Andrew endeavors to proclaim the Good News of Jesus Christ in order to empower students to live the message of the Gospel, to foster a community of practiced Catholic faith and to promote a generous spirit that brings forth service to others. The faculty and staff work in partnership with families to develop and maintain the spiritual, social and academic needs of the student, to instill a lifetime appreciation for learning and to send forth Christian leaders to a diverse global society.

Established in 1927 by the Sisters, Servants of the Immaculate Heart of Mary, Saint Andrew School is accredited by the Middle States Association of Colleges and Schools. The curriculum is based on archdiocesan and Common Core Curriculum Standards. Our standard of excellence is evidenced by TerraNova math and reading scores, which meet or exceed Blue Ribbon “cut” scores. **In the past, some grades were not required by the Archdiocese to take standardized tests. Consequently, there is a one year gap in the test results for grade 8 in 2009-2010. Except for the one year hiatus for grade 8, Saint Andrew School has tested every grade annually in order to obtain an accurate and timely evaluation of student achievement.** Achievement of rigorous academic standards enables each graduating class to qualify for admissions to and scholarships from some of the area's most prestigious high schools. The 2012 graduating class, for instance, earned more than \$130,000 in academic scholarships. In addition, students have received national and local recognition for participation in many academic competitions.

Saint Andrew School is situated on 25 acres in Newtown, Pennsylvania. Enrollment for the 2012-2013 school year is 819 students in preschool through grade 8. The science lab, music studio, chapel, resource library, computer lab, closed-circuit television studio and state of the art conference center allow the Saint Andrew faculty to foster creativity, problem-solving and teacher-student engagement.

All stakeholders, including students, parents and staff, have multiple opportunities for participation in community outreach. Sixth, seventh and eighth grade students are required to perform community service. In addition, the entire school supports Legacy for Life, the archdiocesan Nutritional Development Program, Catholic Social Services and United States military troops through the collection of money and supplies. Various school activities, such as Penny Wars, the Souper Bowl, Dollar Dress Down days, a Three-on-Three Charity Basketball Tournament and a Spirit Day fundraiser, support organizations and families that are less fortunate. In keeping with the school mission statement, community outreach strengthens the bonds between student, family, school and community.

The faculty of Saint Andrew School guides, supports and encourages each student to reach for and meet his/her full potential. Differentiated instruction is utilized extensively by the teaching staff and has a profound effect on student achievement. In 2011, a math enrichment program was initiated for grade 3 as a precursor to the existing Honors Math program which is available for students in grades 4 through 8. Best practices in the classroom that adhere to the archdiocesan and Common Core Curriculum Standards utilize the newest technologies as critical tools for teaching and learning. From preschool through grade 8, the faculty nurtures the intellectual development of each student to promote the highest level of problem-solving and critical thinking.

Understanding that students are being prepared for a diverse global society, Saint Andrew School is proud to offer several co-curricular and numerous extra-curricular activities. Financial literacy, Junior Achievement and character education have been incorporated into the curriculum; two components of these programs are the addition of an official bank branch of the First National Bank of Newtown, which teaches children about saving, and a “Caught Being Good” program, which rewards random acts of kindness. Saint Andrew has an outstanding fine arts program, which includes choral and instrumental

music, drama and art. Foreign language, technology and physical education are offered weekly for preschool through grade 8. An extensive selection of extra-curricular activities includes athletics, forensics, Scrabble, chess, stock market, newspaper and book clubs. These programs provide an opportunity for students to enjoy time for social and emotional development outside the classroom.

The principal's enthusiasm for learning is contagious and exemplifies the efforts of the staff and community of Saint Andrew to work for the betterment of each child's education. The principal has been named a Distinguished Principal for the NCEA and the NAESP. These prestigious awards typify and acknowledge her years of dedication and determination to strive for excellence both in and out of the classroom.

Saint Andrew School is a family. The partnership between the school, parents and other community members is vital to continued success. The school's mission to promote spirituality, academics and service makes Saint Andrew School a worthy candidate for Blue Ribbon School recognition.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Saint Andrew School administers the TerraNova, Third Edition, which is a nationally norm-referenced test published by CTB/McGraw-Hill. This assessment is administered by all schools in the Archdiocese of Philadelphia to measure student achievement and program effectiveness. This battery of tests includes a Multiple Assessment form which incorporates open-ended questions and a Complete Battery form which tests an extended array of disciplines in a selected response design. Kindergarten through grade 8 completed the TerraNova standardized tests in the spring of 2011-2012. In the spring of 2009-2010, students from kindergarten through grade 7 were tested. In 2008-2009, grades 6 and 8 tested in the fall, while first, second, third, fourth, fifth and seventh grades were tested in the spring. **In the past, some grades were not required by the Archdiocese to take standardized tests. Consequently, there is a one year gap in the test results for grade 8 in 2009-2010. Except for the one year hiatus for grade 8, Saint Andrew School has tested every grade annually in order to obtain an accurate and timely evaluation of student achievement.**

The third edition of the TerraNova standardized testing is a comprehensive instrument, which covers a multitude of specific learning objectives. The reading test includes items designed to assess basic understanding, text analysis, extended meaning evaluation and reading/writing strategies. The mathematics test assesses estimation, patterns, functions, number sense, geometry, algebra, and data interpretation through computation and problem-solving. The InView component, which is a measure of cognitive abilities that includes verbal reasoning, sequence analogies and quantitative reasoning, is administered to grades 3 through 8. TerraNovas are powerful tools in helping to guide future instruction and learning on an archdiocesan, school, grade, class and individual level. The school strives for every student to achieve above the 75th percentile.

B. As required by the US Department of Education to qualify for consideration for Blue Ribbon School recognition, test results, located in Part VII of the application, indicate that Saint Andrew School ranks in the top 10 to 15 percent of elementary schools nationally. Test averages vary from year to year depending on student enrollment, curricular changes, class size and other contributing factors. A steady increase in scores is noted as students progress from one grade to the next. Evaluation of testing results indicates that there is a direct correlation between time spent at Saint Andrew School and student achievement.

Using the National Percentile of the Mean Curve Equivalent of the TerraNova test, the results of the scores in reading and mathematics are analyzed for grades 3 through 8. Test data is available for kindergarten through grade 2; however, no Blue Ribbon comparison requirements are given. Although not included in this report, test data for K to 2 is reviewed and utilized to recognize student strengths and weaknesses. The five year trend has been one that exhibits stability and high achievement; both reading and math mean scores at all grade levels have generally fallen between the 78th and 88th national percentile with some scores ranging as high as 18 points above the requirements. There is no achievement gap of more than ten points between last year and this year. High competency levels evident in the Saint Andrew School data indicate a curriculum wherein students are challenged to develop higher level thinking skills over a broad range of academics.

The hard work and effort of the faculty and administration contribute to the excellent scores. Differentiated instruction is used to address the needs of individual learners and unique learning styles. Engaging and multi-dimensional lessons provide powerful educational opportunities. The Saint Andrew faculty and administration continually analyze standardized testing results to develop long-term goals, make curricular improvements and implement new strategies.

2. Using Assessment Results:

Upon delivery of the TerraNova test results in May, an intensive process of analysis begins. The administration conducts an in-depth review of scores, noting high, low and borderline students whose needs are addressed through targeted strategies. Classroom teachers receive copies of grade, class and individual student scores.

Multiple charts are created in order to compare results from previous years by grade, class and student. Scores are compared vertically to track progress from grade to grade, horizontally to track progress within a grade from year to year, and diagonally to track individual student progress from grade to grade. Discrepancies are noted with close attention focused on anticipated and obtained scores. Results provide a comprehensive view of learning that reveals strengths and weaknesses.

Information garnered from assessment results and subsequent analysis is used to make thoughtful decisions. Student acceptance into the Honors Math program is determined through testing scores. Remedial reading and math, as well as Title I reading, are offered to students whose testing reveals weaknesses. Further testing with the guidance counselor and school psychologist may be recommended to identify possible learning disabilities.

The faculty meets in the spring annually to devote a full day meeting to analyze scores. Each trimester, grade partners collaborate with the administration to review student achievement. Scores play a crucial role in creating heterogeneous classes at each grade level. Teachers meet individually with the principal during the summer to set academic goals for the approaching school year.

Each spring, parents receive a confidential home report listing their child's assessment results. A detailed letter from the principal accompanies the scores, explaining how data can be interpreted. Parents are encouraged to contact individual teachers or an administrator with questions or concerns. Annually, the principal delivers a state of the school address, giving an overview of test results and student achievement.

3. Sharing Lessons Learned:

Saint Andrew School shares successful strategies through participation in county-wide professional learning communities. Teachers facilitate meetings with colleagues at local schools. Differentiated instruction, rigorous and relevant lessons, assessments and Common Core Curriculum Standards have been the most recently shared strategies in professional development opportunities. Master teachers have hosted workshops on the district level at the request of the Office of Catholic Education.

Through a partnership with Holy Family University, Saint Andrew School regularly welcomes numerous practicum students and student teachers. Assigned to cooperating teachers, the university students and college moderators rave about the opportunity and hands-on education they receive; many request to return for additional field experience.

Teachers are encouraged to participate as visiting team members in the Middle States Commission protocol for schools seeking accreditation. The principal chairs an annual visit. Teachers are supported as members of curriculum committees on the archdiocesan level. Saint Andrew School has had representatives on the science, ELA, library and world languages committees. They help to set policy, arrange professional development and provide meaningful insight for their colleagues. Teachers who have availed themselves of these opportunities share their expertise and receive invaluable experiences and ideas.

All stakeholders serve as ambassadors for Saint Andrew School, sharing the good news of spirituality, academics and community service outreach. Sixth, seventh and eighth grade students have specific community service requirements they must fulfill annually. Most students serve many more hours than are required. Extracurricular activities are plentiful and enhance the educational program. Students may participate in more than thirty-five clubs or activities which enrich their learning and social experience

and enable them to compete in local contests. All clubs, committees and activities are highlighted at the annual Open House during Catholic Schools Week. Students serve as tour guides and proudly show off the school to prospective families. Invariably, visitors comment on the eloquence and enthusiasm of the students.

4. Engaging Families and Communities:

Engaging families and community is a high priority at Saint Andrew School. Test folders are sent home weekly; parents are required to sign all tests. In the fall of 2013, all test scores will be available electronically for parent perusal in order to provide timely feedback. At the end of each trimester, report cards are distributed by an administrator who meets individually with each child to discuss his/her achievement. TerraNova home reports are sent home in the spring. Parents are encouraged to contact teachers with any questions or concerns. The principal meets with parents upon request for in-depth analysis of scores.

The faculty regularly communicates with parents through the school website blogs. Homework, projects, rubrics and testing dates are posted. Parents can immediately post a comment or question. Formal parent teacher conferences are conducted annually in the fall. Teachers are encouraged to send pre- and post-conference notes to focus on strengths, weaknesses and recommendations. Conferences are available throughout the year at the request of the parent or teacher.

Saint Andrew School communicates to the community at large through the weekly newsletter, church bulletin, school website and automated phone and email system. Local media outlets frequently receive press releases and are invited to the school for photo opportunities. Student accomplishments in the form of scholarships, competitions, community service and character education are featured regularly. Students are recognized at award ceremonies at the end of the school year and at graduation. The principal writes a popular weekly column for the newsletter and church bulletin that highlights student achievement.

School improvement is measured and maintained by strategies put forth in the Office of Catholic Education Action Plan and the Middle States Association Strategic Plan which are reviewed each trimester. Investment in technology, including iPads and Mondo Boards, is a priority for the future of the school. A new school database, Ren Web, will be installed in the summer of 2013. The Bucks County Intermediate Unit and the Home and School Association are instrumental in continuously providing resources to acquire new technologies.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Saint Andrew School, the strong academic program, in accordance with the guidelines of the Archdiocese of Philadelphia, is committed to exceeding expectations at all levels. Varied teaching methods foster creativity and higher level thinking. Art, music, physical education, library, Spanish and technology are offered weekly and enrich the core curriculum areas.

English Language Arts (ELA) - Students develop knowledge, skill and confidence from the ELA curriculum that encompasses reading, writing, speaking and listening. Specific focus also includes comprehension, fluency, phonics, vocabulary, spelling, grammar, writing and oral expression. Students are exposed to a variety of literary genres from preschool through grade 8. Students are guided through the writing process and are encouraged to be active readers and critical thinkers. Ample opportunity for application of ELA skills is provided across the curriculum.

Mathematics - The mathematics curriculum is coordinated between grade levels using a spiral format; each successive grade builds on previously presented material. An Honors Math program is offered to qualifying students in grades 4 to 8; accelerated instruction allows for the study of Algebra I in grade 8. Daily drill and maintenance sheets are used to maintain knowledge. Students are engaged in instruction through teacher-directed lessons, modeling, cooperative learning, role play with word problems, calculator investigations, graphic organizers and hands-on activities. A variety of assessments are integrated into the program to help document achievement and guide instruction. Critical thinking and problem-solving skills are continuously developed.

Science - The science curriculum is taught from preschool through grade 8 and combines a traditional approach with hands-on activities. A fully equipped science lab is available for students; teachers provide lab activities on a regular basis. Students at the elementary level are introduced to predicting, inferring, forming models and interpreting data. Middle school students learn to think critically and analyze results. The science program promotes higher order thinking skills.

Social Studies - The social studies curriculum allows students to learn about the world around them. Beginning in preschool through grade 8, students explore and discover different civilizations, governments, religions and law, both past and present. Research, field trips, role playing, debates, projects and discussion foster student engagement. Students make connections beginning in the local community and expanding to the global society. The content area is rich with opportunity for cross-curricular projects and authentic applications.

Art and Music - Students are encouraged to express and develop their artistic and musical gifts. Visual and performing arts are incorporated throughout the curriculum in weekly art and music classes. Students study art appreciation and learn techniques through a variety of media. Art work and murals are displayed throughout the school. Students regularly participate in local and archdiocesan contests. Musical revues provide venues for gifted vocalists; musicians participate in semi-annual recitals.

Physical Education - Physical education enables students to learn the value of teamwork, cooperation, perseverance and respect for themselves and others. A healthy lifestyle is encouraged through fun and educational activities including exercise and nutrition awareness. Students participate in the Presidential Physical Fitness Program.

Spanish - Spanish is offered to all students and follows the archdiocesan guidelines. Students are engaged in reading, writing and speaking. Ample opportunities are provided to witness and experience culture through media and technology. Students are introduced to a Spanish word of the day on the morning

television broadcast which encourages vocabulary development. **Saint Andrew School is in compliance with the program's foreign language requirements.**

Technology - Technology is incorporated throughout the curriculum; students attend computer and library classes weekly. Students learn to research and create Power Point presentations, databases, movies and blogs. Students have access to a resource library, computer lab, iPad and laptop carts. Classrooms are equipped with computers and interactive white boards. Teachers plan lessons with the librarian and computer teacher in order to integrate technology.

Religion - Through the religion curriculum, students are empowered to live the message of the Gospel, to foster a community of practiced Catholic faith, and to promote a generous spirit that brings forth service to others. Religion consists of practice, study and faith formation, which includes prayer and worship. Sacramental preparation is offered in grades 2 and 6. All students are encouraged to attend weekly Mass and are required to reflect on and respond to a Question of the Week correlating to the Gospel reading. School liturgies occur monthly, and each week individual grades attend Mass. In addition, there are several other opportunities for worship such as Advent and Lenten prayer services, weekly Adoration and retreats. A 7th and 8th grade student ministry team facilitates and plans religious services.

In all curriculum areas and throughout all levels, Saint Andrew School endeavors to prepare students for a diverse global society.

2. Reading/English:

The Saint Andrew reading curriculum is referred to as English Language Arts (ELA) and consists of reading, writing, speaking and listening and includes grammar, spelling, phonics, vocabulary and research skills. Using the Archdiocese of Philadelphia guidelines, teachers are incorporating the Common Core Curriculum Standards.

Beginning in preschool, students embark on a journey of discovering the world of literature beginning with phonics, decoding and language rich activities. Each year, learners delve into structured and guided reading based on thematic units, developing and building comprehension and critical thinking skills. Students bridge the gap from *learning to read* to *reading to learn*. In the upper grades, students are exposed to multiple genres in order to broaden their learning and appreciation of literature. Focus on informational text increases with each grade level. Teachers choose reading materials according to text complexity and Lexile numbers in order to continuously challenge young readers.

Teachers utilize differentiated instruction. By keeping instruction fluid, teachers are able to meet individual needs and encourage independent and successful learning. Assessment is both formative and summative. Students participate in enrichment activities including reading logs, writing contests, afterschool book clubs and competitions such as Reading Olympics. Students are required to read at least one fiction and one nonfiction book during the summer and are rewarded for exceeding this benchmark.

Reading instruction promotes and develops higher cognitive skills at all grade levels. Students are prepared to incorporate their reading skills into writing and research, allowing for real world application. Cross-curricular projects demand student engagement and showcase both creative and critical thinking, writing and presentations. Library and technology curricula support the development of the ELA program.

3. Mathematics:

The mathematics program at Saint Andrew School is designed to follow the guidelines of the Archdiocese of Philadelphia and the Common Core Curriculum Standards. The curriculum is coordinated from grade level to grade level using a spiral format; each successive grade builds on previously presented material.

The math curriculum includes basic computation, number and spatial sense, measurement, probability, algebra, geometry, problem solving and critical thinking skills. Teachers employ a variety of methods to facilitate math learning including small group instruction, cooperative learning, classroom discussion and technology-augmented lessons. Technology is integrated through interactive boards, laptops, iPads, graphing calculators and various websites.

A math enrichment program is available for qualified third grade students. The students receive small group instruction specifically designed to improve higher order thinking skills. Based on TerraNova scores, gifted math students enter the Honors Math program beginning in grade 4. Students follow an accelerated curriculum which allows for the teaching of a full course of Algebra 1 in grade 8. The needs of struggling students are met through remediation and supplementary math sessions.

Math achievement is assessed formally and informally through maintenance sheets, drills, quizzes, level tests, observations, teacher-created tests, computer games, projects and standardized testing. Teachers adjust instruction according to student achievement.

The math program is enhanced with the First in Math program; students in kindergarten through grade 4 compete using the online math site. Students are excited to compete with themselves and others throughout the school, state and nation. Daily use of the program builds confidence and math fluency. Students participate in various competitions throughout the year, such as Pennsylvania Mathematics League, IHM, LaSalle College High School Math and Holy Ghost Prep/Nazareth Academy annual contests. Saint Andrew is proud to announce that students have received numerous state and local awards for achievement in math.

Saint Andrew School hosts an annual Math Night for students and families. More than three hundred students participate in activities which utilize problem solving and critical thinking skills. Activities include cards, board games, dice, computer puzzles and stations for probability and measurement.

The First National Bank of Newtown recently opened a branch in Saint Andrew School which allows for the application of real-world math skills. Teachers supplement this venture with lessons on financial literacy and the stock market using a curriculum provided by the American Banking Association and the Commonwealth of Pennsylvania. Seventh and eighth grade student tellers particularly capitalize on this unique, authentic learning experience.

4. Additional Curriculum Area:

Technology is seamlessly incorporated throughout the day at Saint Andrew School. In keeping with the challenges of the 21st century, the role of technology cannot be underestimated. Students are taught that technology is a necessary tool enabling them to maximize their ability to access information, enhance their problem solving and decision-making skills, encourage collaboration and communicate effectively.

The Saint Andrew School facility contains a variety of technology resources. A full-time technology teacher conducts weekly classes in the permanent computer lab which houses 32 desktop computers, a mounted SmartBoard, five printers and wireless internet access. In addition, two laptop carts and an iPad cart are available for whole group instruction. Integrating technology into the curriculum is accomplished by diverse methods. Classrooms have at least one desktop computer and a mounted or portable SmartBoard. Four classrooms are equipped with Epson BrightLinks, a recent innovation in white board technology. Two classrooms showcase the latest technology in the form of Mondo Boards. Additional equipment such as CPS classroom response system units and Mobi and Airliner portable interactive white

boards engage students in meaningful instruction. As upgrades are needed, SmartBoards will be replaced with BrightLinks.

Saint Andrew School boasts a state-of-the-art television studio, equipped with video cameras, a green screen, monitors, computers and a soundboard. Produced by students, the daily morning and afternoon newscasts provide an enriching hands-on experience. The school community benefits as well; the closed circuit television broadcast provides another dimension in effective communication.

An additional resource for Saint Andrew School is the recently renovated Marian conference center. The use of the high-tech facility extends to speaker engagements, author visits, cross-curricular events and weekly liturgies. Extracurricular activities, such as the annual play, benefit from the recently purchased light and sound equipment.

Saint Andrew School constantly revisits and enhances the technology plan. A newly formed Technology Advisory Board advises and supports the school. This collaborative group of parents and professionals, as well as the administration and staff, meets to discuss future pathways for technology development. Currently, the library utilizes electronic reading tablets to promote reading. As hands-on technology becomes more accessible and affordable, the school aspires to have a one-to-one ratio of devices to students.

5. Instructional Methods:

The teachers at Saint Andrew School dedicate themselves to reaching the needs of every student. The students benefit from a rigorous and relevant curriculum embracing all learning styles and utilizing differentiated instruction.

Since teachers are well aware that students embody a variety of multiple intelligences, textbooks are supplemented with discussions, presentations, visual aids, graphic organizers, learning games and activities, projects, cross-curricular assignments and technology. Technology includes the computer lab, laptop carts, iPad cart, SmartBoards, BrightLinks, Mondo Boards, Airliner and Mobi equipment, and CPS classroom response systems. These tools aid the faculty in capitalizing on strengths and link learning to the world outside the classroom.

Hands-on instruction reinforces concepts while making learning relevant. Students work in small groups to reinforce skills; teachers informally assess student comprehension of concepts and provide the necessary support. Cooperative learning and peer tutoring are used to enhance learning, teamwork and interpersonal skills. A third grade mathematics enrichment program encourages early exposure to problem solving and critical thinking skills; the Honors Math curriculum challenges the gifted math student with higher level mathematics.

Teachers accommodate and modify the curriculum to meet the needs of the struggling learner. Accommodations and modifications involve daily classroom work, homework and assessments. Additional support is provided by Catapult Learning Services in conjunction with the Bucks County Intermediate Unit and includes speech/language/hearing therapies and remediation in reading and mathematics. Title I offers reinforcement and assistance in reading for those who qualify. The school counselor works closely with students and families to assist with study skills, organizational tools and test-taking strategies.

Individual and group work are used daily as an alternative type of assessment. Students demonstrate knowledge and understanding of information in various ways, enhancing the learning process for all participants. Rubrics often accompany assignments and give the students awareness of expectations. Instruction is always planned with assessment in mind and includes formative, summative and project-based assessments.

6. Professional Development:

Professional development at Saint Andrew School is driven by an intellectual desire to remain current in instructional trends and to foster spiritual development. In accordance with state and archdiocesan requirements, professional development serves a dual purpose by satisfying necessary certifications.

Teachers receive a nominal stipend to attend courses pertaining to the Common Core Curriculum Standards, advances in technology, innovative instructional techniques and current spiritual practices. The Bucks County Intermediate Unit, Office of Catholic Education, NCTM, NCEA and ASCD provide a variety of speakers, workshops, webinars, conventions and seminars. Teachers attend courses related to subject areas, curriculum mapping and methods, learning styles and strategies, hands-on activities, assessment techniques and other educational principles, all of which increase teacher knowledge in order to support student achievement. In many instances, teachers enhance their professional capacity by pursuing graduate degrees, specialized certificates and additional content area certifications. Professional journals and literature supplement instructional resources.

The faculty and administration analyze the strengths and weaknesses of the students based on academic indicators; therefore, professional development is channeled to those needs. Schoolwide development targets overall needs and then provides the necessary instruments for a stimulating learning environment. Individual development ensures that each teacher's specific academic area is addressed. All professional development equips teachers with methodologies that can be used to design and deliver dynamic lessons for ongoing student achievement.

The faculty shares best educational practices gleaned at various professional development opportunities. As a direct result of these efforts, teachers strive for an increase in student participation, motivation and success, ultimately improving the educational experience at Saint Andrew School.

7. School Leadership:

Saint Andrew School is governed by the policies of the Archdiocese of Philadelphia. Bound by the principles of spirituality, academics and service, the school is proud to be led by the Reverend Monsignor Michael Picard. In partnership with the pastor, the daily operation of the school is under the supervision of the principal, Mrs. Nancy Matteo, and the assistant principal, Mr. Rick Rosenblatt. Led by the director of development, Mrs. Jennifer McDonald, the school has a supportive School Advisory Board comprised of community leaders and faculty representatives who assist the pastor and principal in the areas of marketing, development and technology.

The school administration actively supports a strong collaboration between the teachers, students and parents. The principal and assistant principal enthusiastically greet students and are a visible presence throughout the school. Informal classroom visits provide opportunities to observe instruction and engagement. Striving for a commitment to excellence, the administration and faculty place a high priority on continuing professional development. The principal encourages open communication and professional dialogue through weekly faculty meetings, lunch meetings with faculty and students, and monthly curriculum meetings to discuss innovative data-proven practices. The principal continues to work with faculty to develop and integrate technology with the Common Core Curriculum Standards. Monthly Home and School meetings ensure open communication and provide a forum for the exchange of suggestions and ideas.

A collaborative model of leadership is practiced by the administration. Teachers are supported in assuming leadership positions by serving as curriculum coordinators, grade representatives and committee chairpersons. Students are invited to serve on various scholastic, social and spiritual teams within the school in an effort to prepare them for future leadership.

Faith formation is part of daily life at Saint Andrew School. Each day begins with the principal leading

the students in prayer. The guidance of the administration supports the students in being stewards of faith. Adding to the good news of Saint Andrew School, the principal was named a National Distinguished Principal by the NCEA and the NAESP. These prestigious awards typify and acknowledge her many years of dedication and determination to strive for excellence both in and out of the classroom. Her leadership extends from the classrooms of Saint Andrew to schools throughout the region in her role as a Middle States Accreditation team leader. Students, parents and teachers alike believe in and support her vision, which is summed up in the five words the students are asked to recite and live each day, “Work hard and be kind.”

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$4650</u>	<u>\$3450</u>	<u>\$3450</u>	<u>\$3450</u>	<u>\$3450</u>	<u>\$3450</u>
6th	7th	8th	9th	10th	11th
<u>\$3450</u>	<u>\$3450</u>	<u>\$3450</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
12th	Other				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$5133

5. What is the average financial aid per student? \$1768

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 78%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	79	73	81	77
Number of students tested	73	87	83	90	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

13PV127

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	75	71	78	71
Number of students tested	73	87	83	90	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Average Score	80	83	75	72	78
Number of students tested	75	87	91	84	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Average Score	80	78	82	77	80
Number of students tested	75	87	91	84	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Oct	Oct
SCHOOL SCORES					
Average Score	78	81	82	75	81
Number of students tested	90	85	83	66	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Oct	Oct
SCHOOL SCORES					
Average Score	73	78	78	74	80
Number of students tested	90	85	83	66	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Oct	Oct
SCHOOL SCORES					
Average Score	82	81	79	75	80
Number of students tested	91	83	66	88	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Oct	Oct
SCHOOL SCORES					
Average Score	85	84	78	78	76
Number of students tested	91	83	66	88	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Average Score	88	88	83	85	84
Number of students tested	82	64	87	90	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

13PV127

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Average Score	85	85	93	82	80
Number of students tested	82	86	87	90	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar		Oct	Oct
SCHOOL SCORES					
Average Score	88	85		86	82
Number of students tested	64	86		97	95
Percent of total students tested	100	100		100	100
Number of students alternatively assessed	0	0		0	0
Percent of students alternatively assessed	0	0		0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

13PV127

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar		Oct	Oct
SCHOOL SCORES					
Average Score	88	81		84	79
Number of students tested	64	86		97	95
Percent of total students tested	100	100		100	100
Number of students alternatively assessed	0	0		0	0
Percent of students alternatively assessed	0	0		0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Per the Archdiocese of Philadelphia, eighth grade did not take standardized tests in the 2009-2010 school year. Consequently, there is a one year gap in the test results for grade 8 for 2009-2010. The 2nd Edition TerraNova was administered in 2006 and 2007. From 2008 to 2012, the 3rd Edition TerraNova was administered. Less than ten students per grade qualify as socio-economically disadvantaged. Although Saint Andrew School students are from different ethnic backgrounds, there are less than ten students in each grade. There are less than ten students in each grade in grades 3 through 8 who qualify for special education. There are only four English Language Learners in the school.</p>					

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